School District U-46
Sixth Grade Mathematics

DRAFT

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
601	I can find equivalent names for numbers.	6.A Demonstrate knowledge and use of numbers and their many representations in theoretical and practical settings. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • represent place values from units through billions using powers of ten, • represent, order, compare, and graph integers, • identify fractional pieces that have the same value but different shapes, • compare and order fractions and decimals efficiently and find their approximate position on a number line, and • represent repeated factors using exponents.	1 2 1 1 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Number Sense & Numeration	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •
602	I can identify: • numbers as prime and composite, • common factors, and • rules of divisibility. I can solve problems using order of operations. I can demonstrate relationship with fractions.	6.B Investigate, represent, and solve problems using numbers facts, operations(addition, subtraction, multiplication, division) and their properties, algorithms and relationships. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • write prime factorizations of numbers, • determine the least common multiple and the greatest common factor of a set of numbers, • demonstrate the meaning of multiplication of fractions (e.g., ½ x 3 is ½ of a group of three objects), • use divisibility rules, • simplify simple arithmetic expressions with rational numbers using the orders of operations, • recognize and use the inverse relationships of addition and subtraction, multiplication and division to simplify computations and solve problems (e.g., 30 + x – 54: use subtraction to solve; 2s = 6: use division to solve, and • solve multiplication number sentences and word problems with whole numbers and familiar fractions.	1 1 2 2 2 1 2	Everyday Mathematics Teacher's Assessment Assistant CD MAP - Computation	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
603	I know when to use estimation, paper and pencil, calculators, and computers as methods to solve problems.	6.C Compute and estimate using mental mathematics, paper-pencil methods, calculators and computers. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to**: • select and use appropriate operations, methods, and tools to compute or estimate using whole number exponents (ex., 5^2, 10^3), and • analyze algorithms for computing with whole numbers, familiar fractions, and decimals and develop fluency in their use.	1 2	Everyday Mathematics Teacher's Assessment Assistant CD MAP - Computation	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •
604	I can solve problems using ratios, proportions, and percents.	6.D Solve problems using comparisons of quantities, ratios, proportions and percents. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • solve number sentences and word problems using percents, • demonstrate and explain the meaning of percents, including greater than 100 and less than 1, • create and explain a pattern that shows a constant ratio, • analyze situations to determine whether proportions are appropriate to solve problems, and determine equivalent ratios.	2 2 3 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Number Sense & Numeration MAP - Computation	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
605	I can measure using a ruler in the U.S. customary and metric systems. I can use formulas to determine the area, volume, and circumference of geometric shapes.	7.A Measure and compare quantities using appropriate units, instruments and methods. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • investigate the history of the U.S. customary and metric systems of measurement, • measure, with a greater degree of accuracy, any angle using a protractor or angle ruler, • develop and use formulas for determining the area of triangles, parallelograms, and trapezoids, • develop and use the formula for determining the volume of a rectangular and triangular prism, • calculate the surface area of a cube, rectangular prism, and triangular prism, and • develop and use formulas for determining the circumference and area of circles.	2 2 2 2 2 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP - Measurement	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • Integrate with FOSS units
606	I can estimate measurements with an acceptable level of accuracy. I can use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate what I've learned.	7.B Estimate measurements and determine acceptable levels of accuracy. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • estimate distance, weight, temperature, and elapsed time using reasonable units and with acceptable levels of accuracy.	1	Everyday Mathematics Teacher's Assessment Assistant CD MAP - Measurement	**Staff Development** Everyday Mathematics Professional Development **When** Solar System Project (Chap 2) FOSS Solar Energy Unit **Strategies/Resources** • To be Added •

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
607	I can use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate what I've learned.	7.C Select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • select and justify an appropriate formula to find the area of triangles, parallelograms, and trapezoids, and • select and appropriate formula or strategy to find the surface area and volume of rectangular and triangular prisms	2 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP - Measurement	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • Integrate with FOSS units
608	I can describe and illustrate patterns and expressions that use variables.	8.A Describe numerical relationships using variables and patterns. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to**: • investigate, extend, and describe arithmetic and geometric sequences of numbers whether presented in numeric or pictorial form, • evaluate algebraic expressions for given values, • express properties of numbers and operations using variables (e.g., the commutative property is m + n = n + m), and • simplify algebraic expressions involving like terms.	1, 2 2 2 2	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Algebraic Concepts	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
609	I can use tables, graphs, and symbols to solve problems.	8.B Interpret and describe numerical relationships using tables, graphs, and symbols. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • graph simple inequalities on a number line, • create a table of values that satisfy a simple linear equation and plot the points on the Cartesian plane, and • describe verbally, symbolically, and graphically, a simple relationship presented by a set of ordered pairs of numbers.	1 1 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Algebraic Concepts	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •
610	I can solve problems using systems of numbers and their properties.	8.C Solve problems using systems of numbers and their properties. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • identify and explain incorrect uses of the commutative, associative, and distributive properties, • identify and provide examples of the identity property of addition and multiplication (zero in addition, one in multiplication), • identify and provide examples of inverse operations, and • explain why division by zero is undefined, explain how to divide a group of objects by 4, 2, 1, then 0; use multiplication as a check for division, (which doesn't work for dividing by zero).	1 1 1 2	Everyday Mathematics Teacher's Assessment Assistant CD MAP - Computation	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
611	I can create and solve problems using basic algebraic concepts.	8.D Use algebraic concepts and procedures to represent and solve problems. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • create, model, and solve algebraic equations using concrete materials.	2	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Algebraic Concepts MAP – Problem Solving	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •
612	I can understand and use the geometric concepts of points, lines, planes, and spaces.	9.A Demonstrate and apply geometric concepts involving points, lines, and planes. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • plot and read ordered pairs of numbers in all four quadrants, • describe sizes, positions, and orientations of shapes under transformations, including dilations, • perform simple constructions (e.g., equal segments, angle and segment bisectors, or perpendicular lines, inscribing a hexagon in a circle) with a compass and straightedge or a mira, • determine and describe the relationship between pi, the diameter, the radius, and the circumference of a circle, and • solve problems for unknown angle measures using angle relationships and properties of triangles and quadrilaterals.	2 2 2 3 2	Everyday Mathematics Teacher's Assessment Assistant CD MAP - Geometry	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
613	I can compare geometric figures and relationships.	9.B Identify, describe, classify and compare relationships. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to**: • determine the relationships between the number of vertices or sides in a polygon, the number of diagonals, and the sum of its angles, • solve problems that involve vertical, complementary, and supplementary angles, • analyze quadrilaterals for defining characteristics, and • create a three dimensional object from any two dimensional representation of the object, including multiple views, nets, or technological representations.	2, 3 2 2 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP - Geometry	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •
614	I can make logical arguments about geometric figures and can explain my thoughts.	9.C Construct convincing arguments and proofs to solve problems. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to**: • make and test conjectures about various quadrilateral and triangle relationships, including the triangle inequality, • justify the relationship between vertical angles, and • justify that the sum of the angles of a triangle is 180 degrees.	2 2 2	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Geometry MAP – Problem Solving	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
615	I know how to construct, interpret, and use graphs.	10.A Organize, describe and make predictions from existing data. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • construct, read, interpret, infer, predict, draw conclusions, and evaluate data from various displays, including circle graphs, and • recognize and explain misleading displays of data due to inappropriate intervals on a scale.	1 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Statistics, Probability, and Graphing	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •
616	I can question, hypothesis, collect data, analyze data, and communicate my findings.	10.B Formulate questions, design data collection methods, gather and analyze data and communicate findings. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity t**o: • conduct simple simulations to gather data (e.g., spinners, catapult measurements in **FOSS Variables** unit, …) and • collect data over time with or without technology.	1 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Statistics, Probability, and Graphing	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
617	I can calculate, compare, and determine probability of events.	10.C Determine, describe, and apply the probabilities of events. ***<u>English Language Proficiency Standards</u>** *Grade Level Cluster 6-8* *3. Speaking 1-5* *3. Listening 1-5* *3. Reading 1-5* *3. Writing 1-5*	**I model and provide students with the opportunity to:** • record probabilities as fractions, decimals, or percents, • demonstrate that the sum of all probabilities equals one, • determine empirical probabilities from a set of data provided (e.g., using Health, genetics activities), • set up a simulation to model the probability of a single event , • discuss the effect of sample size on the empirical probability compared to the theoretical probability (e.g., flipping a coin 10 times vs. 100 times) and • list outcomes by a variety of methods (e.g., tree diagram) determine theoretical probabilities of simple events.	2, 3 2, 3 2, 3 2, 3 2, 3 2, 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Statistics, Probability, and Graphing	**Staff Development** Everyday Mathematics Professional Development **When** **Strategies/Resources** • To be Added •

Correlation to Sixth Grade Everyday Mathematics Units

Mathematics – State Standard 6: Number Sense

Standard 6A – Representations and Ordering

Standard 6A	*Read, Write, and Represent Numbers*	**6.6.01** Read, write, recognize, and model equivalent representations of whole numbers and their place values.	EDM Unit:2
		6.6.02 Read, write, recognize, and interpret numerical expressions from a given description or situation.	EDM Unit:3
		6.6.03 Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers	EDM Unit:4
		6.6.04 Recognize, translate between, and apply multiple representations of decimal, fractions, percents (less than 100) and mixed numbers (halves, quarters, fifths, and tenths).	EDM Unit:2 & 4
		6.6.05 Read, write, recognize, and model equivalent representations of decimals and their place values through thousand	EDM Unit:2 & 4
		6.6.06 Represent repeated factors using exponents.	EDM Unit:2
	Order and Compare Numbers	**6.6.07** Order and compare whole numbers.	EDM Unit:2
		6.6.08 Order and compare decimals through thousandths.	EDM Unit:2
		6.6.09 Order and compare fractions and mixed numbers having like or unlike denominators.	EDM Unit:2
	Number Line	**6.06.10** Identify and locate decimals, fractions, and mixed numbers on a number line.	EDM Unit:3 & 4
	Classifications of Numbers	**6.6.11** Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than, square numbers, primes.)	EDM Unit:2 & 3

Standards 6B and 6C – Computation, Operations, Estimation, and Properties

Standard 6B and 6C	*Number Operations*	**6.6.12** Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers.	EDM Unit:2
		6.6.13 Solve problems and number sentences involving additions, subtraction, and multiplication of decimals.	EDM Unit:2 & 4
		6.6.14 Solve problems involving addition and subtraction of fractions and mixed numbers, and express answers in simplest form.	EDM Unit:3 & 4
		6.6.15 Identify and apply order of operations to simplify numeric expressions involving whole numbers.	EDM Unit:3 & 6
	Properties	**6.6.16** Solve problems involving the commutative, distributive, and associative operations on whole numbers	EDM Unit:3, 6 & 9
	Estimation	**6.6.17** Make estimates appropriate to given situation, and analyze what effect the estimation method used has on the accuracy of results.	EDM Unit:2 & 8

Standard 6 D – Ratios, Proportions, and Percents

Standard 6D	***Identify and Express Ratios***	**6.6.18** Identify and express ratios using appropriate notation (i.e., *a/b, a to b, a:b*), identify equivalent ratios and explain ratios that represent a given situation.	EDM Unit: 7
	Proportional Reasoning	**6.6.19** Solve problems involving proportional relationships, including unit pricing (e.g., seven apples cost $ 1.40, so nine apples cost $ 1.80)	EDM Unit: 7
	Percents	**6.6.20** Read, write, recognize, and model percents from 0% to 100%.	EDM Unit: 4 & 8
		6.6.21 Solve number sentences and problems involving percents.	EDM Unit: 4 & 8

Mathematics - State Standard 7: Measurement
Standards 7A, 7B, 7C – Units, Tools, Estimation and Applications.

Standard 7 A, 7B, 7C	***Measurement Tools***	**7.6.01** Select and use appropriate standard units and tools to measure length, mass/weight, capacity, and angles	EDM Unit:5
	Area, Perimeter, and Circumference	**7.6.02** Solve problems involving the perimeter and area of a triangle, parallelogram, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).	EDM Unit: 3 & 5
	Estimation	**7.6.03** Compare and estimate length (including perimeter), area, volume, weight/mass and angles (0° to 180°**)** using referents.	EDM Unit: 3 & 5
	Volume and Surface Area	**7.6.04** Determine the volume of a right rectangular prism using an appropriate formula or strategy.	EDM Unit: 3 & 5
	Measurement Conversions	**7.6.05** Solve problems involving unit conversions within the same measurement system for time, length and weight/mass, including compound units (e.g., 5 ft. 5 in., 2 lbs. 2 oz.	EDM Unit: 3 & 5
	Indirect Measurement And Scale Drawings	**7.6.06** Solve problems involving scale drawings and maps.	EDM Unit: 3 & 5

Mathematics – State Standard 8: Algebra
Standard 8A – Representations, Patterns, and Expressions

Standard 8A	***Patterns***	**8.6.01** Determine a missing term in a sequence, extend a sequence, and construct and identify a rule that can generate the terms of a given sequence (e.g., 3, 6, 9…is explained by the rule 3*n*, for n $\geq$ 1).	EDM Unit: 3, 6 & 9
	Write and Simplify Expressions	**8.6.02** Write an expression using variables to represent unknown quantities.	EDM Unit: 3
	Evaluate Algebraic Expressions	**8.6.03** Evaluate algebraic expressions with up to two whole number variables values (e.g., evaluate 3*m + n + 3* when *m = 4* and *n=2).*	EDM Unit: 3, 6 & 9

Standard 8B – Connections Using Tables, Graphs, and Symbols

Standard 8B	***Describing Change***	**8.8.04** Determine a rule having two operations from an input-output table (e.g., multiply by 3 and add 2).	EDM Unit: 3
	Coordinate System	**8.6.05** Select a table of values that satisfies a linear equation, and recognize the ordered pairs on a rectangular coordinate system.	EDM Unit: 3
	Representations	**8.6.06** Translate between different representations (table, written, or pictorial) of whole number relationships.	EDM Unit: 3
	Inequalities	**8.6.07** Identify graphs of inequalities on a number line.	EDM Unit: 6

Standard 8C & 8D – Writing, Interpreting and Solving Equations

Standard 8C & 8D	*Write Equations and Inequalities*	**8.6.08** Represent problems with equations and inequalities.	EDM Unit:
	Solve Equations and Inequalities	**8.6.09** Solve for the unknown in an equation with one operation (e.g., $8x = 24$, $m \div 2 = 25$).	EDM Unit: 6 & 9
		Solve word problems involving unknown quantities.	EDM Unit: 6 & 9

Mathematics – State Standard 9: Geometry
Standard 9A – Properties of Single Figures and Coordinate Geometry

Standard 9A	*Properties of Single Figures*	**9.6.01** Classify, describe, and sketch regular and irregular two-dimensional shapes according to the number of sides, length of sides, number of vertices, and interior angles.	EDM Unit: 5
		9.6.02 Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinder, prisms, and pyramids) according to their characteristics (faces, edges, vertices).	EDM Unit: 10
		9.6.03 Solve problems using properties of triangles and quadrilaterals (e.g., sum of interior quadrilateral is 360º).	EDM Unit: 5
	Circles	**9.6.04** Identify, describe, and sketch circles, including radius, diameter, and chord.	EDM Unit: 5
	Coordinate Geometry	**9.6.05** Graph, locate, identify points, describe paths, and plot figures using ordered pairs (first quadrant).	EDM Unit: 3
	Transformations	**9.6.06** Identify, describe and predict results of reflections, translations and rotations of two-dimensional shapes.	EDM Unit: 10
	Lines, Segments, Rays, and Angles	**9.6.07** Identify and sketch parallel, perpendicular, and intersecting lines.	EDM Unit:5

Standard 9B – Relationships Between and Among Multiple Figures

Standard 9B	*Relationships Between Two- and Three-Dimensional Objects*	**9.6.09** Identify a three-dimensional object from its net.	EDM Unit: 10
	Composing and Decomposing Figures	**9.6.10** Recognize which attributes (such as shape, perimeter, and area) change or don't change when plane figures are composed, decomposed, or rearranged.	EDM Unit: 10
	Congruency and Similarity	**9.6.11** Identify congruent and similar figures by visual inspection.	EDM Unit: 5
		9.6.12 Determine if figures are similar, and identify relationships between corresponding parts of similar figures.	EDM Unit: 5
	Distance	**9.6.13** Determine the distance between two points on a horizontal or vertical number line.	EDM Unit: 6

Standard 9C – Justifications of Conjecture and Conclusion

This Standard is not assessed in isolation. Rather, its essence is assessed indirectly through problems that require this type of thinking.

Standard 9D – Trigonometry

This standard is not assessed on the state assessment until grade 11.

Mathematics – State Standard 10: Data Analysis, Statistics, and Probability

Standard 10A & 10B – Data Analysis and Statistics

Standard 10	*Read and Interpret Displays*	**10.6.01** Read, interpret and make predictions from data represented in a bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.	EDM Unit: 1 & 7
		10.06.02 Compare different representations of the same data.	EDM Unit: 1 & 7
	Complete and Create Displays	**10.6.03** Create a bar graph, chart/table line graph, or circle graph with common referents (1/4, 50%, .75) for given set of data.	EDM Unit:1 & 4
	Statistics	**10.06.04** Determine the mode, range, and mean, given a set of data or a graph.	EDM Unit:1

Standard 10C - Probability

Standard 10C	***Probability***	**10.6.05** Solve problems involving the probability of a simple event, including representing the probability as a fraction, decimal, or percent.	EDM Unit: 7
	Outcomes and Counting Principals	**10.06.06** Apply the fundamental counting principle in a simple problem (e.g., How many different 3 digit numbers can be made with the digits 1, 2, and 2?)	EDM Unit 7